

# the happening

loyola of montreal

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First class mail

## MALONE RESIGNS

Reverend Patrick G. Malone, S.J., one of Canada's most distinguished educators, today announced his resignation as 13th Rector and first President of Loyola of Montreal, and Vice-Rector and Principal of the Loyola Campus, Concordia University.

Father Malone is fifty-five years old, thirty-eight years a Jesuit, twenty-five years a priest and eighteen years a university president. His departure scheduled for the end of the 1974 academic year, marks the end of an era for the 77-year-old west-end Montreal institution. During his 15 year term of office Loyola grew from a relatively small Jesuit directed men's college with an enrolment of 850 students, drawing mainly from the English Catholic population of Montreal, in Arts, Commerce, Science and the early years of Engineering, to a bulging campus that registered almost 13,000 students from all over the world in full-time and part-time degree courses on a day and night, round-the-year basis in 1974.

Spoken of by one colleague as a "kind of educational entrepreneur", Father Malone was the spirit behind a campus development program of the sixties that to many of his closest advisors was an impossible dream. The dream became a more than \$20,000,000 reality as he begged, negotiated for and borrowed funds that made possible new buildings, better teaching tools, more qualified teaching staff and an expanded curricula that today embraces more than two dozen academic disciplines. To the fledgling Evening Division for part-time students, begun barely two years before his arrival, Father Malone gave dynamic leadership. From an enrolment of 25 in 1957 when the Division was established,

this vital area of educational services soared to a combined winter and summer registration of almost 9,000 in the full range of university courses.

Father Malone, the dean of Canadian university presidents, is nothing if not controversial. From what had been a relatively staid, conventional College drawing its sustenance from its historical role as an institution of higher education of *les Irlandais* in Montreal, Father Malone transformed the college into one of the most progressive Catholic campuses in North America. It was an achievement not universally approved since it dealt often harshly with traditional outlooks, but no one could deny that in the sixties Loyola was drawn—pushed in many ways—into the mainstream of contemporary university education. Determined to achieve excellence in education wherever possible, Father Malone remained committed as well to increasing educational opportunity for those who were traditionally denied it. "A university is dedicated to scholarship," he freely admitted, but challenged his purist academic colleagues by adding, "in today's world a university education is also the means to earning a living, a better living, and I will not deny a student of reasonable merit that opportunity if it is within my power."

"He came into the Loyola setting, like the one before it, with one clear academic strategy insistence that the College must match the educational quality of sister institutions," said Stirling Dorrance, Director of Development, who also served with Father Malone during his presidency of Saint Mary's University, Halifax. "To achieve this, he was absolutely certain about one thing that had to be done—compete in

### BOARD OF TRUSTEES' STATEMENT ON THE RESIGNATION OF FATHER MALONE

The Board of Trustees of Loyola College of Montreal has announced, following a meeting Wednesday evening, that it has accepted with profound regret the resignation of Rev. Patrick G. Malone, S.J., President of Loyola College. The resignation is to become effective at the end of the current academic year.

The Board has also announced the establishment of a committee of the Loyola College community to seek a replacement for Father Malone, and to report its recommendations by the beginning of May.

Father Malone has been President of Loyola for the past fifteen years.



the prevailing academic marketplace and pay faculty salaries comparable with other universities." An obvious step? Perhaps, but to many this opened the floodgate that allowed secularism and pluralism to taint young Catholic minds. "If I had wanted my child to receive a McGill education, I would have sent him to McGill," more than one parent was heard to complain.

An advocate of ecumenism on the grounds that Catholic values have nothing to lose by being tested against other values and much to give in any exchange, he encouraged the establish-

ment of courses of Judaic studies and he invited philosophers and theologians of many faiths and outlooks to join his academic faculties. His attitude to educational development to meet contemporary needs and growing social and cultural awareness was anything but fail-safe. Innovation and experimentation were essential ingredients of his approach and he believed that as much could be learned from the failure of a new program as from its success.

In 1963 he encouraged the establishment of a program of East African Studies, some-

thing almost unknown in Canada. In 1954 he gave impetus to the recovery and development of Old Montreal through the establishment of the Loyola Bonsecours Centre in that part of the city. In 1965 the now-renowned Loyola department of Communication Arts was created. Following visits to Africa, Father Malone energetically encouraged the presence of students from developing countries to study at Loyola under various government and private foreign student aid plans. At one point, more students were attending Loyola under the African Student Foundation program than any other university in Canada.

Largely perhaps because of the eminent visibility of additional construction on the Loyola campus during his tenure, Father Malone has become something of a legend as a builder and fund-raiser. As enrolment figures at Loyola kept growing by as much as thirty percent in a single year, it became clear that existing campus facilities could never accommodate the mounting need. Like every university in Canada, Loyola was faced with the decision of dealing with this problem. Unlike other institutions, however, Loyola faced special difficulties in confronting the need. A full-fledged member of the Canadian Association of Universities and Colleges of Canada, Loyola was still denied formal university recognition. It was and still is "a university in all but name". This more than rankled. It also created special difficulties in convincing people of influence that Loyola was capable of competing for the private dollars being sought by every university in Canada.

"No one can possibly appreciate the difficulties of ne-

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# Malone cont'd from page 1

gotiating year to year financial support from the government", said Albert Ferrari, Vice-President Administration, who has worked with Father Malone through almost the whole of his term at Loyola. "We fought without any clear notions of whether we were to be treated as a university which in fact we were, or a classical college, which in fact we were not."

To cries and arguments that it couldn't be done until the charter issue was dealt with favourably, Father Malone proceeded. In the last two months of 1965, after visiting leading national corporations in Montreal and Toronto and explaining what Loyola was all about, he returned to his board with pledged commitments, totalling more than one million dollars! The Board impressed, voted enthusiastically that the appeal go forward. The government impressed, promised substantial, if unspecified, support of Loyola's program.

The history of Loyola is the re-telling of a series of crises, but it is unlikely that they came with such frequency as during the sixties and early seventies. There is a story, possibly apocryphal, that when Premier Maurice Duplessis died suddenly within six months of Father Malone's arrival at Loyola, his former colleagues at Saint Mary's university sent him a somewhat irreverent telegram: "We knew Quebec couldn't hold both of you!"

Described by his associates as a "happy warrior" who somehow thrived in times of crisis, many found the man and the institution he fought so energetically to sustain and to make its educational values prevail, somehow indistinguishable. For fifteen arduous years when one spoke of Loyola one spoke also of Malone, and vice-versa. The College's survival as a specialized anglophone institution during times of Quebec's *prise de conscience*, rising education expectations, revolutionary changes in the Church and society... were only a few of the forces that his tenacity and vision had to contend with. Without Father Malone would Loyola have survived? is an often asked question.

Father Malone was fully aware that he was controversial. Perhaps the best indication of the way he dealt with critics and friends who were bothered by the criticism he received was his own frequent comment, "I am engaged in education, not a popularity contest." That about said it all.

Two years after Father Malone took the Loyola post the doors were opened to women students, and last year the first female chaplain was appointed to the staff.

In scholarships Father Malone saw established one of the finest programs in the country. Apart from the traditional awarding of scholarships for academic merit only, under his aegis the program also offered "Match of Minds" scholarships

based on an individual's expertise in his own chosen area. A number of the sixty scholarships offered are reserved for mature students.

Among other innovations was the Lacolle Centre, an off-campus facility for activities which emphasize the quality of human relations; and the establishment of the Fine Arts program, a further enrichment of Loyola's academic life.

The year marking Loyola's jubilee, 1972, was another high point of Father Malone's presidency. That year, Loyola had a roster of distinguished guests which included Dr. Father Lonergan, the eminent philosopher, and theologian; Dr. Rollo May, the humanist psychologist; Dr. Mary Daly, controversial theologian; Roger Garaudy, foremost Marxist philosopher; crusader Ralph Nader; Pierre Berton; Jean Vanier; actress Siobhan McKenna, and many other outstanding personalities and educators.

Soon after taking the post in 1959 Father Malone rigorously pursued a series of attempts to gain a university charter for the college. A nearly successful bid for university status in the early 1960's was stopped by a last minute government decision and later attempts also met with disappointment, but had at least the effect of influencing the creation of the Parent Royal Commission, a landmark in Quebec education reform.

A major crisis erupted in the summer of 1972 when the provincial government appointed Council of Universities recommended that Loyola cease to exist as an institution by 1975 to make way for other educational needs.

Widespread support from both anglophone and francophone sectors of the population and a meeting between Father Malone and educational minister the Hon. François Cloutier averted the closure and assured Loyola's continued survival.

Another crisis in 1969 over the administration's decision not to renew the contracts of 29 teachers provoked student strikes and resulted in an adjudicator's report by Prof. Meyer Perry of McGill University. The report's recommendations were responsible for a number of changes in the college structure, among them the admission of student and alumni representatives on the Board of Trustees. (A few years earlier Loyola was one of Canada's first colleges with student representation in the Senate.)

Father Malone's resignation comes at an historic moment in Loyola's history with the merge with Sir George Williams University now a de facto arrangement all but passed by law in the provincial legislature. New university faculties of Engineering and Commerce were effected in the fall of 1973. Negotiations for a merger of the two institutions began in January, 1972, although the provincial ministry of education had recommended the union as early as 1969 to make the most

efficient educational use of community and government funds for higher learning in the anglophone sector.

Father Malone has been a long time supporter of the merger and was a central figure and major architect in its planning stages. Designed to maintain the individuality of both Loyola and Sir George Williams campuses, the new university still marks the end of both institutions as separate entities.

Loyola's origins can be traced back to the English side of the Jesuit College Ste. Marie from 1848. The college began its own separate existence when it was incorporated in 1899 by an Act of the Quebec Legislature. Through the years because Loyola lacked a charter, its degrees were granted first by Laval and later by the University of Montreal. The arrangement with both these universities has allowed Loyola complete autonomy and independence in the shaping of its curriculum and the conduct of its examinations. Under the union of Loyola with Sir George Williams University, the Loyola campus degrees will be granted under the new charter of Concordia University. Because of its classical college status Loyola received, in its recent history, from one half to one third the provincial government revenue per student that chartered universities have been awarded.

Aside from his academic life, Father Malone has gone on record more than once as a defender of minority rights in Quebec. In 1968 he headed an ad hoc committee of 10 organizations to lobby for the security of English-language rights during the St. Leonard school crisis.

Calling himself a "professional Irishman" he has travelled extensively in his native Ireland recently on what he calls "relief missions that were non-sectarian in character." He has often spoken publicly on the Irish political scene.

Besides his duties as educator he has always been conscious of his role as a priest. Among other parish activities he spends his Christmas days visiting the sick in hospitals. In a more private vein, one colleague has described him as a "fisherman of note, not only in the evangelical sense but also in the lakes of Quebec's north country."

Father Malone was born in Belfast, Ulster, in 1918 and received his early education in Toronto. He entered the Society of Jesus at Guelph, Ontario in 1936 and was ordained in 1949 by James Cardinal McGuigan of Toronto.

After receiving his Licentiate in Philosophy he completed a masters degree in labor economics at the University of Toronto, completing a thesis on labor organizations in French Canada. In 1945 he joined the staff at Loyola as an instructor in economics and

after four more years of study received his Licentiate in Sacred Theology. In 1950 he spent a year studying ascetical theology in Namur, Belgium and later went on to more graduate studies at Fordham University, New York.

In 1956 Father Malone became the youngest head of a Canadian University when he was appointed president of Saint Mary's University in Halifax where he had also served as professor of economics and Dean of Studies.

He is a Fellow of the Royal Society of Arts, an Honorary Councillor of the Montreal Museum of Fine Arts and a member of the National Council of the Human Rights Foundation. He is also a member of the national executive, World University Service of Canada, the Jesuit Education Association of Adult Education and the Canadian Association of Economics and Political Science.

Commenting on his departure from Loyola the Rev. Dr. Russell Breen, Dean of Arts and Science, has called him "one of the leading anglophone educators in Quebec, a dynamic builder and enthusiastic educational innovator whose consciousness of the values of the past has not prevented him from being spontaneously open to the challenges and hidden opportunities of the present and future."

## Presidents and Rectors of Loyola College

G. O'Bryan, S.J.: 1896-1899  
W. Doherty, S.J.: 1899  
G. O'Bryan, S.J.: 1901  
A.E. Jones, S.J.: 1901-1904  
A.D. Turgeon, S.J.: 1904-05  
G. O'Bryan, S.J.: 1905  
A.A. Gagnieur, S.J.: 1907-13  
T.J. MacMahon, S.J.: 1913-17  
J.M. Filion, S.J.: 1918  
W.H. Hingston, S.J.: 1918-25  
E.G. Bartlett, S.J.: 1925-30  
T.J. MacMahon, S.J.: 1930-35  
H.C. McCarthy, S.J.: 1935-40  
E.M. Brown, S.J.: 1940-48  
J.F. McCaffrey, S.J.: 1948-54  
G.F. Lahey, S.J.: 1954-59  
P.G. Malone, S.J.: 1959-

## Prof. and Student present paper

Professor Edouard Cerny of Loyola's Engineering Faculty and Mr. Henry Lam, a second-year university Engineering student jointly presented a paper entitled, *PDP-11/20 To NMR Spectrometer Interface and Software*, deals with special aspects of the PDP-11 Minicomputer.

Professor Cerny is a member of DECUS (Digital Equipment Computer Users Society). This organization is designed to advance the effective utilization of computers and so promote an interchange of information on their use.

This year Professor Cerny is teaching a computer-communication Arts. The computer is used to measure electronic generation of sound, video and graphics.

# Faculty Council Report

## ELECTIONS:

Professors Sean McEvenue and Geoffrey Adams were declared elected as Senators on the University Senate. Elections were called as the result of resignations of the Elected Faculty Member, Dr. David McDougall who has been appointed Associate Vice-Rector and of Professor Joseph Tascone as Senator. It was decided to elect a Faculty Association executive member to the Committee on Faculty Qualifications and Procedures. The following were elected to the Ad Hoc Committee to define "Senior Administrative Officers":

Administrators: Prof. E. Preston; Mr. D. Potvin.  
Faculty: Prof. R. Tittler; Dr. M. Doughty.

Two students will be appointed by the Loyola Student Association.

They should consider terms of reference for search committees for Loyola-Sir George Senior Administrative Officers. Professor R. Lambert was elected to the Senate Board of the Graduate Committee.

## Computer Science:

The following motion was adopted by Faculty Council:

Whereas: The documents which empower and describe the Computer Science Committee are ambiguous and:

Whereas: This matter is now under discussion at the level of the Board of Governors and:

Whereas: The interpretation of the role of this committee expressed by Dr. O'Brien in the Senate meeting of February 28th is not acceptable to the Loyola Council of Arts and Science it was resolved that:

1. For the present the Computer Science Committee be seen and function as Sir George Williams campus committee with liaison on the Loyola campus.

2. All further discussion of this matter be tabled by University Senate until the Board of Governors has made a clear declaration concerning Computer Science.

## COMPOSITION OF COMMITTEES OF SENATE:

The Faculty Council requested the Faculty Committee to reconsider the original composition of the various Senate Committees. Professor Ron Smith's minority report was endorsed calling for adequate student representation from each campus on the Curriculum Co-Ordinating Committee. The terms of reference of the Steering Committee of Senate were discussed and amendments were adopted by the Loyola Faculty Council of Arts and Science and forwarded to the Steering Committee of Senate.



# Manpower has help—if you're keen

One thing you'll never hear around the Canada Manpower Office at Loyola is the old "Don't call us, we'll call you". What you are likely to hear is "Call us - keep calling us - bug us!", says Isabel Cloake, one of the counsellors.

Too many students drop in once, leave an application, and never think about it after they leave the office, says the other counsellor, Pierre Petroff.

## Places students across Canada

Loyola's Manpower Centre, located at 6935 Sherbrooke St. W., is a branch office operated by the government, but strictly for Loyola students. Miss E. Allen, the manager of the Loyola office, points out that in this respect, it differs considerably from the regular offices. While the regular offices may be restricted to a particular locale, Loyola's office can, and does, place students all across Canada. Loyola's can direct all their job-hunting efforts to areas appropriate for a specific group, i.e. students, and do not have to be concerned with training or unemployment programs.

Last year, the Canada Manpower Office at Loyola placed 46 graduates in permanent jobs. Out of 1460 applications for part-time, casual, or summer employment, 537 students were placed. Apart from placements, about 90 companies came to Loyola on recruitment programs. This year there should be close to 125.

## More than just a placement service

Placement is only part of the job, emphasizes Miss Al-

len. The office is also concerned with career counselling, and students are encouraged to drop in and browse through material available on career opportunities, or to discuss their objectives with one of the counsellors. The Manpower Office can also assist students in establishing the initial job contact, and in preparing resumes.

## Part-time should lead to permanent

Although there is a certain emphasis put on finding jobs for graduates, a large part of the function is still in helping students find part-time, casual, or summer employment. Ideally, the two areas should complement each other, say the counsellors. They attempt to find jobs for students that will fit in with their studies, as well as provide valuable experience for post-graduation employment.

One difficulty is that students leave their job-hunting until the last months of their last year. Arts students are particularly guilty of this, say the counsellors. Commerce and Engineering students are more aware of their career goals, and more willing to do something about it.

Both counsellors are recent graduates (Isabel from Loyola, Pierre from University of Montreal), and both say that as most arts students they too were totally unaware of what they were going to do with a degree.

"Students should be conscious of job opportunities as early as high school", says Pierre. He does not mean that students necessarily have

to plot their career at this point, but they should have some idea of what opportunities do exist, and make some attempt to arrange their courses accordingly.

## PR jobs prove popular

"The ultimate catch-all phrase for arts students has become 'I want to work in PR'", says Isabel, "and in many cases the desire for PR work is based on an equally catch-all premise of 'I want to work with people'". Upon hearing this kind of statement, both counselors try to analyze why he or she is saying it, and how sincere the motives are. "If the student is sincere and has figured out what he or she wants to do, then they should be doing it on a part-time or volunteer basis", says Isabel. A student who has worked as a camp counselor, or in some kind of volunteer work, has experience over the student who has done nothing.

## Not too late for work this summer

Although both counselors emphatically recommend that students establish contact with the Canada Manpower Office early in their first year, and then maintain that contact, they also point out that students who have not yet applied for jobs this summer are not necessarily out of luck. Some companies may have deadlines as early as November, but there are still many companies who are only now beginning to look for summer workers, and the best months are actually mid-April to June.

Don't wait for the Canada Manpower Office to call you. Keep calling them.

# Gaudet visits Chavez



"I went on the trip with a corner of doubt in my mind, ready to be open-minded, aware that my knowledge was conceptual and not experiential, and I came back fully convinced and committed" is how Bob Gaudet, S.J., of the Campus Ministry describes his recent trip to California to study the farmworker dispute.

Since Cesar Chavez visited Montreal in November, Gaudet and a number of Loyola students have been involved in the movement in Montreal to support the California farmworkers, and to boycott grapes and lettuce. The boycott is a protest of the Teamster takeover of the contracts with the California growers that was done secretly, and without the vote of the workers.

The trip, in which Bob and eight other Canadians from Montreal and Toronto took part, was organized as a fact-finding visit to discuss the situation with the Teamsters, the United Farmworkers, the growers, police, newspaper

reporters, local clergy, and anyone else who might be involved in, or have information about, the situation.

The crucial question has become "Why not let the workers vote?" but the moment of truth for him, says Bob Gaudet, came when the Teamster Information Officer answered "Well... we could let them vote, but we couldn't follow the results for four years anyway because we have contracts".

One of the other members of Bob's group described the comment, and the situation, as "the worst rape I've ever seen".

Bob Gaudet and other supporters from Loyola are now stepping up their efforts to persuade Steinberg's, Dominion and other major outlets to support the boycott until secret free elections are held, and to make consumers more aware of the situation. This includes constant negotiations with the stores, and picketing the outlets every Saturday.

In reply to the obvious question of "do you expect it to do any good?", Gaudet pointed out that striking at the higher level - the legislative - can't work because the California government is a management government publicly opposed to the boycott. "The only we can do - or hope to do - is dry up the market to make the growers call a free election".

Anyone interested in becoming involved in these actions, or finding out more about the situation, is encouraged to come to one of the teach-ins held at the Campus Ministry every Thursday night at 7:30.

# Course Evaluation - extensive, but how effective?

Loyola is spending about \$12,000 this year on two course evaluation projects, one already completed in the first term, and a second to be done in the near future. One-third of the 922 courses offered at the College were not evaluated in the first term.

These statistics were disclosed in an interview with Professor Ron Smith, Chairman of the Learning and Development Committee which oversees the student-run evaluations.

Professor Smith outlined two possible reasons why the teaching effectiveness in 297 courses was not measured. One was that faculty members teaching full courses prefer to leave evaluation to the end of the year. Another was that some professors are reluctant to be evaluated because they believe that students are not the best judges of "good" teaching methods or texts, both of which are rated in the questionnaire.

Also there is the fact that two departments, Psychology and Communication Arts, have opted out of the program. Nei-

ther department is willing to take part in the college-wide evaluation preferring to use their own methods to rate their faculty and courses.

Loyola's course evaluation program is the most extensive of the three English-speaking universities in Montreal, all of whom have evaluation programs of one sort or another. Evaluating courses began here in 1971 to assess various aspects of teaching. It provides an accurate measurement of the students' perception of faculty and courses. It is also the only feedback most faculty and departments have on their courses. The evaluation serves as a course selection guide for students and can be used in personnel decisions re faculty salaries, tenure, merit pay, etc. But, says Ron Smith, course evaluation is only one source of information. It should be used in conjunction with other information gathered from departmental chairman and colleagues who are aware of the types of courses taught and of professors' goals.

Since the beginning the con-

troversy on course evaluation has centered around whether or not it should be mandatory, using the questionnaires provided by the Learning and Development Committee. According to Ron Smith, what is important is rating teaching effectiveness at Loyola if the College is to maintain its commitment to high standards of teaching. It is not important what form or method is used. Smith claims that professors may use whatever method they wish. Those dissatisfied with the present questionnaire can reject it, provided they produce some evidence of the quality of their teaching.

At the moment Loyola offers no incentives to faculty to improve courses that have received bad ratings. Except for a few workshops, professors have no resources to learn improved teaching methods. The Learning and Development Committee is trying to establish links between faculty here and experts in instruction design such as those at McGill's Centre for Learning and Development.

In the meantime one-third

of the courses have not been evaluated. Jay Mowat, spokesman for the Communication Arts Students' Guild, says students in that department rejected course evaluation last year as redundant and unnecessary for either course improvements or selection. Says Jay, the questionnaire is "cumbersome, inhuman and computerized and isn't relevant to the relationships between faculty and students in Communication Arts". But what of those

students taking electives in either Communication Arts or Psychology? Shouldn't they have an opportunity to evaluate their professors and courses?

If course evaluation is a means of safeguarding the quality of teaching at Loyola, perhaps our present system should be revised to meet this end. The results of the first evaluation being what they are, one wonders if Loyola is getting its money's worth of its \$12,000 budget.

# Rogel to be honored

Joseph Rogel, sixty-plus Loyola scholarship student and author of the award-winning *Collection: Auschwitz* is to be honored with a literary evening sponsored by the Jewish Public Library, March 30.

Rogel, a poet who combines his experiences in the concentration camp with a positive look to the future, is registered in Creative Writing at Loyola. Last year, he graduated from Dawson College after enrolling in the CEGEP program some 43 years after finishing high school in his native Poland.

As a poet, Rogel has been gaining prominence since 1951

when he won the Zwi Kessel Literary Prize for *Collection: Auschwitz*. He has recently published another book, *Confessions of an Auschwitz Number* (A - 18260). Individual poems, some translated from Yiddish, have appeared in publications throughout the world.

The literary evening to honor Joseph Rogel will consist of discussions and reading of his work by Rogel and others. The event is to take place Sunday, March 30, at 8:00 p.m. in the Jewish Public Library Auditorium, 5151 Cote Sainte-Catherine Road. Admission \$1.50.



# Exploring the euphoria (and other effects) of Biofeedback

by Brian Gorman

First known as autonomic feedback control, biofeedback has progressed, in the last year or two, from being a vaguely practical theory, to the first symptom of a phenomenon.

"It is not necessary for persons to know what they are doing when they learn to modify a function like heart rate or blood pressure; all they have to do is have feedback from the process to their senses. Furthermore, once they get a feel for the successful technique, they can dispense with the external amplification and continue to practice anytime anywhere."

The above quote is from Andrew Weil's "The Natural Mind." At the time of its publication in "Psychology Today," October 1972, Biofeedback was a little known, highly experimental phenomenon.

Now, although being far from a household word, Biofeedback (including alpha feedback, autonomic feedback control - I use the term to signify body-function control, perhaps incorrectly - and highly experimental feedback of brain waves such as delta, theta and beta waves) has begun to take on the appearance of instant yoga.

Biofeedback units (which will detect only alpha accurately) are available to the buying public at prices ranging from \$500 - \$1,000, about the cost of a decent stereo system.

There is very little readily-available information geared to the general public as of yet, however, brain-wave feedback works on a principle very similar to that employed by the Electro Encephalogram.

It is near impossible to obtain a definitive reply to the question: "What are alpha waves?" So, suffice to say that they represent a mental state similar to that induced by tranquility meditation.

As far as past experimentation is concerned, yogis have been tested, and, in some cases, produce alpha like a dog puddle spreading on concrete; in others, the meditative process seems to block out the alpha waves. Unsanctioned experiments involving marijuana have shown that test subjects under the influence of the "killer weed" also produce alpha like crazy.

In my case, I was plugged in at the Stuart Biological Sciences Building at McGill University, where feedback research is presently being conducted in conjunction with the Allan Memorial behavioral sciences department (or division or something).

**"When the going gets weird, the weird turn pro."**

-Hunter S. Thompson

There's something that is, at the same time, horrific and

irresistable about biofeedback. The machine itself is a vision of phycho-technology run amok, two huge computer-like components with wires, gauges, jacks, leads, a polygraph read-out, an amplifier of sorts, a microphone and a huge, grey plug with "GRASS" printed on it. It is both a classic monument to instant gratification and beckoning doorway that seems to lead to the inner recesses of one's mind: If one is inclined to think in terms of mind expansion or exploration.

In essence, the biofeedback experience is accelerated tranquility meditation. Electrodes are attached to various parts of your head: Usually the forehead, occipital indentation and left ear-lobe, but in unusually difficult cases (like me), also to the chin, lower right jaw and right ear-lobe. Once the test subject is hooked up to receive alpha waves, he is placed in a soundproof room. Polygraph wires are attached to two fingers of one hand and a pistolgrip with a button on the end of it is placed in the other. He is seated in a large, exceedingly comfortable armchair and told to relax. Then the door swings shut.

It's like a scene from "The Big House." "I sat with the electrodes and polygraph wires and pistol grip dangling from me like vestigial appendages, with a Merle Haggard song (via the Grateful Dead) running through my mind: "I turned twenty-one in prison doin' life without parole /No one could steer me right but mama tried/ Mama tried."

Strange. You sit there and, if you're melodramatic (like me), you want to let out some sort of blood curdling scream, both to test the soundproofing and pretend you're James Cagney walking the last mile.

"Ya got me now, screws. But if I was out there with ya, I'd tear ya limb from limb. **YOU HEAR ME, SCREWS,**" The temptation to play the role is great, almost irresistible, but visions of psychiatric orderlies with syringes quell the flow of creative juices.

For ten minutes, you sit in the little, yellow (electrical banana?), soundproof room and try to relax. Just when you've finally gotten yourself into a reasonably stable state (for, being a city dweller, the silence is rather disturbing), the experimenter's voice booms out of the Sony monaural speaker in the corner and scares you half to death. You are told to depress the button on the end of the pistol grip "as quickly as possible or is comfortable," each time the

little blue light on the wall flickers on. Your only reward for this procedure is an incredibly tired thumb and a flash-bulb-hangover type of spot before your eyes.

Next, the alpha waves you are producing are fed back to you via the speaker in the corner. Each time you produce alpha, you are rewarded (and distracted) with a "blip" from the speaker. The trick to producing alpha waves is to keep your eyes from coming into focus. In my case, I succeeded by following my breathing with my eyes, casting my gaze back and forth between two bolts on the wall and a faded spot on my jeans. Each time I inhaled, I was rewarded with a "blip." As long as you're "blipping" you're producing alpha.

The next phase of the experi-



ment is a repeat of the button-pressing maneuver. You hear no "blips" and are expected to continue whatever it is that you were doing to produce alpha.

It is at this point that you begin to get very, very stoned.

In my case, I developed an emotional attachment to the little blue light on the wall. It became an indescribably beautiful iridescent globe filled with tiny blue particles which shimmered and glowed. I began to depress the button like a runaway lie detector at a Watergate Committee meeting in an effort to keep my little blue friend alive as long as possible each time he flickered on.

Physically, I felt all the sensation of a quadrapalegic with a vein full of morphine. You float and disintegrate, fade in and fade out.

Psychologically, the experience is ear-marked by the occasional rush of ideas followed by intense tranquility. I felt only one panic attack - and that was when my little blue friend flickered off for the last time.

Gdunge! The door swings open, making the same sound of an airlock door in a grade "B" science flick. The little, yellow, soundproof room is bathed in incredibly brilliant, white light. You stand up and ... Gdunge... your head makes the same sound as the door.

Contrary to popular belief (and certainly more popular than contrary belief) the experience doesn't end when you walk out of the room. I staggered out to be met with a blaze of colors that would have freaked Picasso. The huge, red door to the little, yellow room was **RED**, the walls were **WHITE** ... and so on.

It is also worth nothing that your perception alters drastically in a way that is quite remarkable. Again, the sensa-

Shit, happiness is a noticeable symptom of severe social disorder.

I say this partly to be facetious and partly because I have certain opinions about those wonderful people who gave us the lobotomy, electro-shock therapy, largactil and an as-yet unnamed language, sometimes called social-scientese.

I am convinced that, once the instant-gratification, pleasantness of biofeedback (alpha-feedback, to be precise) becomes public knowledge, the shrinks and legislators, pharmaceutical lobbyists and respectable drunks of all colors will crawl out from under their rocks, en masse to condemn it as: "A dangerous social phenomenon... as destructive and insidious as L-S-D."

We'll begin to hear press reports of biofeedback-crazed freaks throwing themselves out of windows, wires flapping in the breeze, screaming: "I am God." And the shrinks will set themselves up, once again, as "protectors of the public's mental health."

The judges at Salem called themselves "protectors of the public faith."

Now, I have long been convinced that all psychiatrists hold shares in Ciba-Geigy, and no amount of reasoning will sway this opinion. And, based upon this opinion, I predict that the psychiatric establishment who have, up to now, ignored biofeedback, will create (or "discover") some pretty entertaining reasons for having it legally banned. You can almost hear them now, their self-righteous bombast echoing from the sixties to the eighties:

...and, after lengthy experimentation and research... Dr. Pedant and I have some to the conclusion that... those who take biofeedback risk... breast cancer... abnormal nocturnal emissions ... congenital nasal drip... and birth defects of their offspring ... based upon these conclusions, we have no recourse but to condemn illicit biofeedback use as self-destructive and anti-social," or some such inane drivel.

It is true that biofeedback offers instant gratification for those in search of quick mind-expansion. But, in a society whose very corner-stones are instant gratification, payment on time or any other dollar-down-and-dollar-a-month phenomenon you can think of, L-S-D, marrywanna and biofeedback are merely stop-gaps for minds that are filled to explosion with social awareness.

Yes. In a sense (horror of horrors Dr. Freud) Biofeedback is an escape - and a damned pleasant one at that.



# What is your diet doing to you?

by Janice Buxton

After quaffing a quick coffee and two chocolate "Whippets" for breakfast and a cheeseburger for lunch, a meeting with Mrs. Elizabeth Jones, community nutritionist and one of the organizers of Loyola's upcoming conference *Nutrition and the Canadian Diet*, proved to be an enlightening and symptom-inducing experience.

Contrary to popular belief, says Mrs. Jones, malnutrition does not exist only in our minds as we envision a bony Biafran with bloated stomach, but is very prevalent in our supposedly affluent and well-fed middle-class society.

## SOME OF MY BEST FRIENDS ARE MALNOURISHED

As she listed off the symptoms of the first level of malnutrition, I had no trouble relating: nausea, headaches, irritability, short-temperedness, hostility, hyper-activity.

The symptoms of the second stage of malnutrition got equally personal: tired, apathetic, depressed, no attention span.

Certainly, most of us have a fairly good idea of what a "balanced" diet is. And we know things like you shouldn't skip breakfast. And fruit is important. And milk is not just for children.

But, being vaguely aware of what the rules are, and actually eating by them are two different things, says Mrs. Jones. "Unfortunately, many people do not realize the effects of malnutrition, and don't relate how they feel to what they eat. You don't have to look undernourished to be undernourished and to suffer from it".

## NUTRITION CONFERENCE MEETS CONSUMER NEEDS

Mrs. Jones believes that information on nutrition is not as public or readily available as it should be, and the conference *Nutrition and the Canadian Diet* to be held March 30 at the Montreal Children's Hospital may be a first step in remedying this deficiency. The conference is designed to be an informal and flexible session that will provide information via films and panel discussions by Mrs. Jones, Dr. E. Enos, Chairman of Loyola's Department of Bio-Physical Education, and Dr. Ronald Hillman, Pediatrician. The major emphasis is to be on answering and discussing questions from the audience. The conference is designed to appeal not only to professional people, but is open to the entire community.

The basic rules that will undoubtedly be discussed may not be what you consider new, but just how serious the mal-

nutrition problem is, and what the consequences of not eating properly are, could prove to be both shocking and thought-provoking.

## DOGS AND CATS ARE BETTER FED THAN CHILDREN

One leading nutritionist described the diet of the average Canadian in 1972 as "a national disaster... something I would not feed to my cat or dog". Mrs. Jones, however, feels that the description is not quite accurate, and points out that dogs are frequently better fed than children. The average can of dogfood is more nutritious than a can of baby food. Another advantage of dogfood is that it lists the ingredients it contains, an im-



portant piece of information that manufacturers of baby food are still omitting.

## MALNUTRITION NOT NECESSARILY A MONEY PROBLEM

A major contributing factor to malnutrition is not the cost of good food, but lack of awareness of what good food is, says Mrs. Jones. The biggest offender is over-processed, over-priced foods that are used to replace valuable foods in the average diet. White bread, "candy-coated" cereals, baked goods and cookies fall into this category. In Quebec particularly, soft drinks replace milk with alarming predominance. Quebecers have the highest consumption of soft drinks in Canada, and the lowest consumption of milk.

One of Mrs. Jones' nutritional pet peeves is "Tang", or other similar products that claim to be nutritional, but are, as Mrs. Jones says, "Kool Aid with Vitamin C added, and an unstable form of Vitamin C at that".

"It would be better to give children Kool-Aid with a Vitamin C pill", she says, "and more nutritious."

## GOOD NUTRITION DOESN'T MEAN GIVING UP "FUN FOODS"

Some foods that have developed a reputation as a "junk food" are being unfairly described, says Mrs. Jones, citing pizza and cheeseburgers as examples. Although pizza is high in calories (1000 for a 12 inch pizza), nutritionally it can be a very valuable food. The lowly but popular cheeseburger can also be a good nutritional choice. "Add a salad, milk, and fruit, and you have all the nutritional elements for a complete meal," says Mrs. Jones.

## NO BREAKFAST, THE BIGGEST NO-NO

Undoubtedly a rule we've all heard, but aside from a few

hunger pangs during the morning, and maybe being ravenous by lunch time, how serious are the consequence?

Mrs. Jones points out that the drop in blood sugar level that occurs between 10 and 11 a.m. as a result of no breakfast can be quite serious. Tests have shown that students recorded lower exam scores during the time. School nurses report that they get the most cases of "not feeling well" during that time. A study of Air Force pilots showed that when they started eating a good breakfast, the accident rate declined drastically.

## DIETERS THE BIGGEST OFFENDERS

In addition to simply not eating enough to maintain a healthy protein and calorie level, and going on crash diets that promise quick and easy results but leave you instead with a protein deficiency, dieters ignore some of the important basics of good eating.

Many people cut out bread as the first step in any diet, but Mrs. Jones points out that eating less meat may well be a more important first step. (So much for Dr. Atkins, Dr. Stillman, et al).



A dieter who conscientiously refuses a piece of bread or a potato and opts for an extra slice of roast beef is making a big mistake. The potato or break will add about 100 calories. The roast beef adds on 280. Plus, cutting out bread can leave you with a thiamine deficiency, which leads to depression, fatigue, and just possibly, a chocolate cake binge "to make you feel better".

## MEDICAL PROBLEMS VS. NUTRITIONAL PROBLEMS

For years women were complaining about depression, irritability and edema (water retention that results in weight gain) as a result of the birth control pill. It was viewed as either a "natural" side effect or psychomatic, says Mrs. Jones. A recent study showed that 20% of women taking the pill had a Vitamin B6 deficiency that caused the symptoms.

Mrs. Jones believes that a nutritional check-up should be as important as a regular physical check-up. Most people do not go to a dietician unless they have a specific problem that has been diagnosed as such by a doctor (i.e. Diabetes). Many doctors, says Mrs. Jones, are not trained in nutrition, and frequently are unable to diagnose or treat problems that are nutritional. Loyola's course in Nutrition for Community Nurses, taught by Mrs. Jones, is one of the first courses to teach nutrition to nurses.

The conference *Nutrition and the Canadian Diet* (March 30 at the Montreal Children's Hospital) is the first step towards making nutrition information more available to Loyola students. The conference is to be an all-day event, from 9:00 a.m. to 4:00 p.m., with a break for lunch. Admis-

sion is \$2.00 for students and \$3.00 for general public. For registration and information, contact 482-0320, ext 427. Registration also at door.

## DIET OF AVERAGE STUDENT

**Breakfast:** Toast  
Coffee  
**Lunch:** Sandwich  
Coffee or soft drink  
**Supper:** Meat  
Vegetable  
Cake  
Coffee

*This "menu plan" is most likely chosen by someone attempting to diet. Non-dieters would add french fries, more soft drinks, and several sweets. If it sounds familiar, you could be in the first or second stages of malnutrition, or well on your way to it.*

## DAILY NUTRITIONAL REQUIREMENTS

*This is what you should be eating.*

**Milk:** Adults: 12 oz.  
Teens: 32 oz.  
(Part of the quota could be made up of cheese or yogurt.)  
**Fruit:** 1 citrus (preferably fresh, but frozen orange juice is nutritionally acceptable)  
1 other fruit  
**Vegetables:** 3 servings  
(1 should be green or yellow, 1 could be potato)  
**Bread and Cereals:** 4 servings  
(bread should be rye, whole wheat, etc.)  
**Meat:** 6 oz.



# Loyola on View

## Community-building proves an individual experience



by Susan Joiner

The TORI weekend was promoted as an experience in community building — moving toward Trust; Openness; Responsibility and Interdependence. I participated along with about 120 others in the experience and yet I find it terribly hard to describe what went on or what TORI is.

I have a feeling that every last one of us came with a totally different set of expectations and hopes. Some wanted to be together with other people and some wanted to pick up techniques of community building or working with large groups. Some just wanted to be around Jack Gibb because they had read his books and wanted to see his theories in practice. And some weren't quite sure why they were there, but they wanted to give it a try.

TORI was not one thing for all people, even after we had gone through it together. I felt moved and excited and bored and warm and angry and loving and hostile. At times I moved into the group, or sat by and observed, or had to leave the room in anger and frustration. I saw others acting out so many different feelings — sometimes in harmony and other times in complete discord.

Friday night the whole group went through some exercises together designed to free us up, to make us more aware of the people around us, and to ease our fears with some nice safe structure. Saturday there was no structure, there was no Jack Gibb "trainer" telling us what to do, what was expected of us, what was acceptable behavior and what was not. There was only Jack Gibb, one of us, and we were timid, not sure what to do with our selves, waiting for something to happen.

The lack of an organized, carefully planned day threw many of us off balance. I know I felt a little lost and kept wondering when the community building was going to take place. I saw others around me acting out different feelings. Depending on my own feelings at the moment I either sat and talked or did Yoga or sat and watched or enjoyed a head massage. Small groups formed and people moved from one group to another — sometimes out of shared interest, sometimes out of boredom.

The mix of feelings and reactions in the group seemed to build and build until something had to break. Late Saturday some people left, some

moved together for an angry confrontation and some were content with what they were doing and feeling.

It seemed as though Saturday was a catalyst for nearly everyone. On Sunday the feeling of community began to emerge. I began to understand my feelings of the day before and I sensed the same understanding and acceptance in others. It was almost as though we had all moved into a small town. But instead of taking a year to get to know one another, we experienced in a day the feelings of pain and confusion and tenderness and reaching out that are part of coming together.

We didn't build the model community. The TORI experience didn't send us out, armed to the teeth with techniques and theories of community building. It was a far more human experience than that. Of course I can only speak for myself, but I realized in a very real sense that a community is just individuals, each different, each going his own way, coming together sometimes out of shared needs or shared concerns. The community is just the open flow of everyday living.

On Sunday morning we all came together and Jack Gibb talked about the terms that are central, to him, to a community experience — whether the community is 10, 100, or 100 million people. We need to grow from fear to trust; from role to person; from being closed to being open; from ought to to want to; from dependence or counter-dependence to interdependence.

That may sound like just a string of words — another presumptuous theory. But I know I sensed the meaning and felt the growth as I took a few tentative steps, of my own this weekend. I saw others experiencing a new opening. And we shared the experience of growing together — something we all carried with us as we left.

## Sports show their stuff

by Terry Szlamp

Some 500 spectators were treated to Loyola's third annual "Participation Canada Night" at the Athletic Complex, Thursday, March 7, with various demonstrations of intramural sports.

Skydiving in the gym? - Well, I didn't think it was possible but the skydiving team performed what one could call vertical skydiving - running around the gym while parachutes filled out.

In the demonstrations by students studying the martial arts, the audience seemed relieved the combat was staged and not real.

Yoga which requires quiet not readily available in the gym, is non-competitive. Nevertheless, the exercises performed were interesting to see and well-done.

Archery and fencing demonstrations illustrated the kind of control and concentrations needed to perfect these sports. Anyone can become relatively good at archery within two sessions, they say.

The gymnastics' exhibition was fast-moving with the men and women going through their routines simultaneously. Modern dance livened the evening with its up-beat music and enthusiastic dancing. Rhythmic gymnastics which teaches

grace, co-ordination, strength and endurance was a delight to watch.

The above clubs, as well as other intramural sports, are recruiting for next fall's membership and all students are invited to join. For further information, please call Pat Boland or Anne Hamilton at the Athletic Complex.

## West Island gets look at Loyola

West Island residents attending the Pointe Claire Industrial Exhibition not only discovered how a pulp and paper mill operates but they also found out Loyola could teach them about painting, drama and the Third World.

Oriented towards persons interested in evening courses or summer school, Loyola's booth distributed pamphlets, brochures and general information on academic and para-academic programs, events being held at the College and Continuing Education courses. This was the second year Loyola participated in the exhibiton.

The exhibiton took place March 11 - 16 at the Fairview Shopping Mall. Some of the representatives at this year's show included Sir George Williams University, CFCF Radio, YMCA, Harding Carpets, Bell Telephone, celebrating 100 years and the Montreal Alouettes Football Club.

## Science: Foreign and Fascinating

by Susan Joiner

Over the weekend of March 9, the Science and Engineering Faculties held their annual Science Fair and Open House, attracting hundreds of parents, potential students and community people.

As one of the "community people" - and one with virtually no understanding of anything bordering on the scientific - I found many of the exhibits baffling. Yet somehow, after several hours of wandering around, I left feeling I had learned something.

The exhibits were spread all over Drummond Hall, generally grouped according to physics, chemistry, geography, biology, geology and so on - if I've left anyone out, it's only from complete ignorance of the subtleties between the disciplines. There were terrific posters luring you on, promising a look at "The only man-eating plant bred in captivity," or a tank containing a "radio-active, invisible piranha."

Each room, though filled with various exhibits, was set up according to a central theme, such as the evolution of vertebrates or neurology or radiation measurement.

I never found the piranha or the man-eating plant, but

there were several exhibits that were particularly fascinating. One very impressive machine called the NMR (meaning nuclear magnetic resonance) is able to determine the make-up of an organic compound in minutes - a task that used to take countless hours. And of course there was the computer that responded almost before the question was asked.

Besides all the fun, the Science Open House accomplished several very useful ends. One clear function was to orient CEGEP students to university study and to try to stimulate their interest in the field of science. This was done most effectively by manning nearly all of the displays with student assistants.

As a non-scientist I found the demonstrations and displays and explanations foreign, yet fascinating. But I observed one very telling incident - a boy of ten or so was watching a demonstration, surrounded by all sorts of audio-visual input and sleek, whirling gizmos when he caught sight of a white rat and forgot everything else in the room. His father's remark voiced my sentiments' "Machines just can't compete with something live."

## Comm. Arts shows all

All visitors to the Open House held March 11 and 12 by the Communication Arts Department may have come away fascinated by the futuristic "Wired City", but a good many of them also came away with a good idea of where to hire some well-trained, creative talents for jobs in Communications.

The event was designed to familiarize non-Comm. Arts students, CEGEP students, and the general public with the workings of the department, and to allow Comm. Arts students to make contact with potential employers in the business world.

The Monday event was aimed at the business community, and was organized in collaboration with Media People, an employ-

ment agency run by Comm. Arts students. The student guides made some potentially valuable connections with the seventy representatives from the business world who attended as guests.

The Tuesday activity was directed towards CEGEP II students, Loyola students, and the general public. Over 300 visitors took advantage of this opportunity to explore Comm. Arts at Loyola, and 45 visitors requested information regarding applications to the department.

The most popular demonstration, the "Wired City", allowed visitors to explore this futuristic concept, and also provided a showcase for the capabilities of the Comm. Arts

students. The visitor was directed into a living room and seated in a chair in front of a television set. After a maniacal introduction into the experience, the TV screen became a computer that allowed the participant to choose whether he or she wished a video phone call, a doctor's appointment, a chess game, the national news, etc.

Other exhibits included photography, the Graphics Galaxy, and the Learning Centre. There were also demonstrations in Communication Research and Programming, Delayed Video, Film Screenings and Productions, Slide and Sound Presentations, Computer Sound Environments and some television productions.



# Reviews

## Women's legal rights—the fight goes on

by Lorraine Flaherty

The March 9 symposium on *Marriage and Divorce Quebec Style*, co-sponsored by the Women's Centre of the YMCA and Loyola Women's Studies Program, reinforced the arguments that old prejudices die slowly. Women's rights may look fine on paper, but can be severely tested when into practice.

The aim of the symposium was to make Quebec women conscious of their rights in the hope of establishing a basis for social action and for changes in existing laws that have ceased to mesh with today's lifestyles. If nothing else, the conference demonstrated that women's place in past history cannot be their place in the future.

A panel discussion held during the morning session dealt with the practical side of women's rights. Panel members included Lilian Reinblatt, well-known Montreal Lawyer, Sheila Huckle, a Montrealeur who handled her own divorce without legal representation, Cerise Morris, Social Worker and Director of the YMCA Women's Centre, and Cecil Canham, a member of the Ontario Single Fathers Association a group concerned with eliminating discrimination against fathers in child custody cases.

In addition to the panel discussion, workshops were held

during the afternoon on such topics as marriage contracts, do-it-yourself divorce, women in transition, and the law: fact of fiction.

One major point brought out during discussions was the need for legal education for all age groups. Women have to know their rights to use them. It was pointed out by one attorney in the audience that many women are not fighting. For what is legally theirs because they are ignorant of their rights. There is now a movement working for legal education from the elementary school level up to adult education.

Several women at the conference spoke out against lawyers and courts who insist on hanging onto outmoded laws that prevent women from practising their given rights. One woman said she had been through 47 lawyers before obtaining a divorce, and claimed they lost her files and colluded with her adversaries.

In terms of legal rights, Quebec women may be better off than ever, but there is still much to be done to achieve legal equality.

Key Speaker Claire Kirkland Casgrain, Provincial Court Judge, former MNA, and one of the leading pioneers for women's, legal rights in Quebec, reminisced about her early years in the Quebec legislature and her struggles to

have the civil code amended. Before 1961, women were legally considered "incapable" based on marriage laws copied from the French Napoleonic Law. Mme. Casgrain defined "capacity" in broad terms as "the ability to give legal value to an act or contract, or anywhere there is a meeting of the minds". Married women had no rights; they could not even sign hospital forms allowing doctors to perform operations on themselves or their children.

After recommendations to amend the civil code in 1963 and 1964, Parliament finally passed Bill 16 in July 1964 giving women legal capacity. Bill 10, passed in July 1970, established the Partnership of Acquests regime, limiting the administrative powers of the husband settling pecuniary matters between spouses.

It was only in 1968 that jurisdiction in divorce cases was handed over to the Quebec Superior Courts and grounds were extended to include factors other than adultery.

These few changes in the laws may have made great strides for women, but Mme. Casgrain warns that there is still a long way to go. "We have to be cautious not to block evolution", she says, "feminism cannot be fanaticism; we need the help of those around us, regardless of sex".

## Devi dazzles

by André Desmarais

In a match of "computers" last Tuesday evening before a jammed auditorium in the Drummond Science Building, Shakuntala Devi demonstrated her mathematical genius. The demonstration was arranged by Dr. Donald West, Chairman of the Computer Science Department.

Devi asked Dr. West the date of his marriage. He answered that it was the 7th day of the 7th month at the 7th hour in 1944. "Ah", said Devi, "it was a Friday". Dr. West, who couldn't remember the day of the week, would not accept this until it was confirmed by his own program on the computer.

Mrs. Devi put the audience to work thinking out problems with and without answers. A Mr. Grinsham, an avid admirer of Mrs. Devi, was told that the answer he had submitted with his problem was incorrect. She showed quickly and with wit that the value of 2 (two to the power of 26) is 67,108,864, and not 33,554,432 as he had written.

Devi says that the hardest problems she had encountered were posed by Canadian University people. A problem submitted by Dr. West was the calculation of the golden mean (a mathematical ratio) to 27 decimal places:

## Vanier Talks Love And Loyola Listens

by Janet Kask

Humanitarian Dr. Jean Vanier told a packed Loyola audience March 16 that the "exterior" revolution to save the world can only followed by an "interior revolution of true concern for others."

The quietly charismatic pioneer in work with mentally retarded adults and son of Mrs. Pauline Vanier and the late Governor-General Georges Vanier spoke of the pressing need for human community and the necessity of sharing common fears as a key to finding it.

He said we should look to the "marginal" people branded unacceptable by the mainstream of society for the roots of our common alienation. "They will tell you who made them that way."

Referring to his experience with men in prison he said "some of the most violent exteriors hide an extraordinary tenderness." The socially unacceptable acts of those condemned to prison are distorted cries for help, and "in reality we all cry out for help."

The contrasts of violence and love are in all of us, he reminded his audience, and we must liberate the light side by taking chances and reaching

out. "Each of us has amazing powers to give life by sharing, just as we can take life by refusing to share. We haven't sufficient confidence in the power of love that is within us."

Vulnerability and fear of rejection is the major barrier between people and beyond this we build other prisons through the quest for power, success and the "flight into books." On a wider social scale we perpetuate prejudice against other cultures and races. Treatment of Canada's native peoples by the dominant white society was a case in point.

Language is another area where we as a nation must break down barriers. In a brief political reference he said the failure of so many English-speaking people "to master the language of their French-speaking compatriots is one of the great mysteries to me."

Admitting that in these times it is difficult to see whether the human race is "progressing or regressing" he stressed that each of us must strive to break down the various prison walls in a common commitment to "peace and unity in the world."

## The Arts moxie meets No No Nanette

by Bruce Bailey

Loyola's Thé-Arts Company donned the cat's pyjamas for the last three weekends in March to shimmy through *NO, NO, NANETTE* — a bee's knees of a musical, if there ever was one. Director Randy Davies obviously worked his cast and crew hard and well in this revised revival of a 1925 Broadway hit, although this Big Apple needed a bit more polish before it was tossed up with the Company's past successes.

The plot is pure molasses, and if you're in the right mood, it's not hard to get stuck on it. *Nanette*, a cross between a flapper and Little Mary Sunshine, wrangles a last fling to Atlantic City with her friends before she settles into a "Tea for Two" marriage with her blah boyfriend. Tom Trainor, Jimmy Smith, *Nanette*'s bible-tycoon father, meanwhile gets innocently tangled up with a vamp, a tramp, and a female violinist who's pure camp; for various unlikely reasons, the rest of the cast also stops off at *Nanette*'s vacationland before jealousies and misplaced blames are resolved.

Marcia Tratt's extraordinary sense of comic timing as *Nanette* drew the most laughs of the evening; she also commanded a special gracefulness in quieter moments, marred only by a singing voice which was a little too light for musical comedy. Barrie Wood, as Jimmy's lawyer Billy, made marvellous "scoobie-doo-wah" entrances, with a little help from his Grand Ballet Canadian training. Edda Gburek, playing Billy's spendthrift wife, was her usual sparkling, show-stealing self. Kudos also goes to the tap-dancing, acting and voice of Frances Collins, and to the comic sensibilities of the "mistresses" played by Nancy Stewart, Joanne Clark and Kathy McGlynn.

The show's drawbacks were minor. Most of the dance numbers by the chorus could have been better coordinated, the costuming could have been more exciting in the first two acts, and the orchestra could have been more on key for the whole performance. But — jeepers creepers, a swell time was sure had by all.

## Mathematics Explored

by Lillian Wolmen

On Tuesday, March 12 at 8:00 p.m., a large attentive audience gathered in the Vanier Auditorium to hear Dr. Kenneth O. May of the University of Toronto discuss "Do Mathematicians Really Know What They Are Talking about?" Dr. May was brought to Loyola by the joint efforts of the Senate Committee on Visiting Lecturers and the Loyola Mathematics Department.

It was Bertrand Russell who, at the turn of the century, said that in mathematics you never know what you are talking about, or even if it's true. Dr. May said that this didn't mean that mathematicians are ignorant, but that the subject manipulates symbols, and these symbols are without content because mathematics is an abstraction of the real world. A problem is discovered that has no solution. The mathematics is invented to solve the problem. And this is when the trouble starts. From this, the math-

ematics is generalized, which gives it its great flexibility, but also tends to remove it from the real world. It is, however, the abstraction in mathematics that gives it its power and allows it to be applied in so many places.

When questioned about what changes should occur in the mathematics curriculum, Dr. May said that mathematics should be linked very closely to possible motivations and applications. This would mean a move away from the present age in which mathematics is axiomatized with very little application, the end result of which could mean entering into a period of non-productivity. In regard to the new math, he stated that the teaching of mathematics is slowly catching up with the developments in math, and that the change is good because "it shakes people up to what is really happening in the field".

Given the equation:

$$2\sqrt{5+1}$$

(The square root of 5 plus 1, divided by two)

Mrs. Devi responded in a few seconds with 1.618033988-7498948204586834 to everyone's amazement faster than it could be written. Although the pro-

blem is non-trivial for most of us, Mrs. Devi had some help from the computer, as the square root of five had been displayed on a computer monitor set up for the demonstration. She simply had to remember this, too add on, divide by two, and give the answer to 27 decimals. Now you try it!



# loyola of montreal happenings

MAR. 25 - APR. 5

## monday

### March 25 THIRD WORLD STUDIES LUNCHTIME FILM SERIES (Free)

"Chinese Popular Opera"  
(Title to be announced)  
Time: Noon - 1 p.m.  
Place: Vanier Auditorium  
Information contact:  
Professor Mike Mason, 456

### NATIVE PEOPLES OF CANADA LECTURE (Free)

Speaker: Peter Murdoch of  
La Fédération des  
Coopératifs du nouveau  
Québec  
Topic: "The North:  
What is being done,  
what can be done"  
Time: 7 p.m.  
Place: Drummond Science  
Room 103

## tuesday

### March 26 CAMPUS MINISTRY Hour of Group Prayer Time: 2:30 p.m. - 3:30 p.m. Place: Loyola Chapel

Through April 9  
**Loyola FINE ARTS  
PROFESSOR,  
ROBERT VENOR,**  
is being featured at the  
Dorval Cultural Centre.  
Exhibition includes hand-  
painted nylon banners,  
silkscreen prints and  
paintings.  
Opening at 8 p.m.  
Centre's Hours:  
Monday, Thursday, Friday,  
Sunday - 1 p.m. - 5 p.m.  
Tuesday, Wednesday,  
Saturday, 1 p.m. - 8:30 p.m.  
Address: 1401 Lakeshore  
Drive, Dorval

## wednesday

### March 27 COMMUNICATION ARTS FILM SERIES (99¢)

Bergman and The Swedes  
"Hugs and Kisses" (1967)  
directed by Jonas Cornell  
"Hugo and Josephine" (1967)  
directed by Kjell Grede  
Two films as yet unreleased  
in Canada  
Time: 7 p.m. and 8:45 p.m.  
Place: F.C. Smith Auditorium

## thursday

### March 28 CAMPUS MINISTRY

Boycott-Teach-in  
Open to all, films, slides and  
discussions of the history  
of the California lettuce  
and grape boycott  
Time: 7:30 p.m.  
Place: Belmore House

### FINE ARTS DEPARTMENT OPEN HOUSE AND EXHIBITIONS

Wine and cheese party for  
arts students and friends in  
conjunction with the final art  
exhibition of the year  
Time: 7 p.m.  
Place: Guadagni Lounge and  
Art Studios

### PSYCHOLOGY DEPARTMENT FILM SERIES "Psycho-Active Drugs and Drug Education" Time: 1 p.m. - 2:30 p.m. Place: Bryan Building Room 204

**COMPUTER SCIENCE  
DEPARTMENT** presents  
**PROFESSOR ERIC L.  
SIRGURDSON,**  
McGill University  
who will speak on  
"Structural Programming".  
Time: 3:00 p.m.  
Place: Vanier Auditorium  
Information contact:  
Professor B.C. Desai,  
482-0320, local 296.

## friday

**March 29  
TV VARIETY SHOW -  
WACK 'N ROLL CIRKUS**  
Produced at the  
Communication Arts TV  
studio, the one-hour program  
features three Montreal acts:  
the re-formed Wackers,  
clown skits by Zero & Wudja  
and a magic act by  
Blair Marshall  
Can be seen on National  
Cabletelevision's Village  
Video  
Time: 11 p.m.  
Also March 31 at 2:30 p.m.

## saturday

**March 30  
Through 31  
"PEACE ON EARTH",** a  
spiritual lecture with Mahatma  
Tedeswarand Ji  
Time: 7:30 p.m.  
Place: Drummond Science  
Room 103  
Information contact: 489-0259  
**LITERARY EVENING TO  
HONOR JOSEPH ROGEL.**  
Sponsored by the Jewish Public

Library, a reading and dis-  
cussion of the works of poet  
Joseph Rogel  
Time: 8 p.m.  
Place: Jewish Public Library  
Auditorium  
5151 Cote St. Catherine Road  
Admission: \$1.50

**CAMPUS MINISTRY**  
"Starvation" - from  
Saturday noon to Sunday noon.  
A fast in the spirit of Lent  
to support the California  
farmworkers  
Place: Belmore House  
Information contact: 484-4095

**Loyola's Evening Division in  
Health Education is  
sponsoring the Loyola  
Conference "NUTRITION  
AND THE CANADIAN DIET"**  
- film showings, workshops  
and panel discussions will  
look at nutrition and its  
related problems from a  
multi-disciplinary  
approach  
- Guest panelists include  
Mrs. Betty Jones-  
Community Nutritionist;  
Dr. D. Hillman -  
Pediatrician; Dr. E.  
Enos - Chairman,  
Loyola's Department of  
Bio-Physical Education;  
Hana Gartner -  
Panel Moderator.  
Time: 9 a.m. - 4 p.m.  
Place: Montreal Children's  
Hospital AUDITORIUM  
2300 Tupper Avenue  
Admission: \$2.00 students  
\$3.00 general public  
Registration: 482-0320,  
local 427 or at the door.

## sunday

**THROUGH SUNDAY,  
MARCH 31  
THE ARTS** presents the last  
three performance of  
**NO, NO NANETTE**  
Time: 8 p.m.  
Place: F.C. Smith Auditorium  
Tickets are reserved  
Box office open from  
9 a.m. - 484-7676

## monday

**April 1  
LOYOLA ORCHESTRA AND  
CHORAL SOCIETY SPRING  
CONCERT**  
(Free)  
Programme:  
Handel - Water Music  
Mercure - Cantate Pour Une  
Joie (Sharry Fleet, soprano)  
Beethoven - Choral Fantasia  
(Dale Bartlett, Piano)  
also featuring Members of  
the A Cappella Choir of  
Radio Canada  
Director: Elizabeth Haughey  
Time: 8:30 p.m.  
Place: Salle  
Claude Champagne  
200 Vincent D'Indy Ave.  
Information Contact:  
Local 249

**NATIVE PEOPLES OF  
CANADA LECTURE**  
(Free)  
Speaker: Michael Mitchell,  
Indian Film Crew, National  
Film Board  
Topic: "Native Political  
Organization: Past and  
Present"  
Time: 7 p.m.  
Place: Drummond Science  
Room 103

## wednesday

**April 3  
COMMUNICATION ARTS  
FILM SERIES**  
(99¢)  
Last of the Bergman and The  
Swedes Series-  
"The Immigrants" (1972)  
directed by Jan Troell with  
Max Von Sydow and Liv  
Ullmann  
Time: 7 p.m.  
Place: F.C. Smith Auditorium

### ON CAMPUS RECRUITING

**GULF OIL**  
(Applications being taken  
now)  
Project engineer, mechanical  
and electrical to work in  
Calgary and Varennes

Marketing Trainee for  
B. Comm. graduates  
Salary and car  
(expenses paid).  
Apply Canada Manpower  
Centre, Centennial  
Building Room 020.

**SUMMER JOBS**  
General labor, maintenance,  
office work, summer camps  
(senior counsellors and  
directors), tennis instructor

**PERMANENT JOBS**  
Technical sales  
representatives, junior  
accountant, accounting  
clerks, marketing analyst  
trainee, buyer  
Information contacts:  
Isobel Cloake or Pierre  
Petroff, 489-3885

## Listen to this!

You may be able to hear the  
sounds of the **JAMES COTTON  
BLUES BAND** and the group  
**DELUXE** all over Montreal  
West when they appear March  
29 in the Loyola Athletic Com-  
plex. But for those who want  
a more intimate listen, spon-  
sors of the Show, the LSA,  
suggest you get tickets now.

James Cotton and his friends  
are not unknown to Montreal  
audiences. Since he left **Muddy  
Waters'** band, his performances  
in this city have resulted in  
local fans turning out "en mas-  
se", and this event should be  
no exception.

The special guest stars

**DELUXE** are providing an ad-  
ded draw. Led by 300 pound  
guitarist Dallas Hodge (for-  
merly with the Catfish Hodge  
Band) their style of high  
energy blues has been winning  
them standing ovations every-  
where. Their last performance  
at Loyola had to be extended  
into two extra sell-out nights.

The **JAMES COTTON  
BLUES BAND** and special  
guest stars **DELUXE** will be  
in the Loyola Athletic Complex  
Gymnasium Friday, March  
29th for two shows, 8 and 10  
p.m. All tickets are \$1.75.  
Available at Loyola or at A&A  
Records.

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